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FROM REPORT OF THE REGENTS

Signification of the Data on Attendance

During the past four years the average increase in attendance has been over 250 annually. This means that we are now caring for over one thousand students more than four years ago. Inasmuch as the total attendance at the University did not exceed five hundred during any year of the first twenty years of its existence, the enormous increase in the demands upon our resources is apparent. This evidence of the increasing confidence of the people of the state in their institution is gratifying, yet the burden of adequately caring for the ever increasing numbers has become a serious one.

Policy of Retrenchment

In order to care for the students seeking admission, the resources of the University have been conserved to the utmost. During the past two years very little building has been attempted, and the Board has followed the policy of adding nothing new in the way of subjects taught, or expansion in any department, unless such a step was actually forced upon us by conditions prevailing in the state, or by the general progress of education. The members of the faculty have been urged to limit the electives offered, and to retain nothing except what might be fairly attributable to the needs of the students and to the demands of higher scholarship. In carrying out this general policy the Board has met criticism from those who advocated new substations, new schools of agriculture, and other activities worthy in themselves but which help to swell the total appropriations spent under the direction of the Regents without contributing directly to the purpose for which the Board, by legal provision, exists, namely, to administer the affairs pertaining to higher education provided for by the state.

Conditions of Student Life

Since the last report was submitted, conditions for student life have steadily advanced, and are in all respects in a most wholesome condition. The admirable civic conditions prevailing in the city of Lincoln have tended to this result. Cases of students committing acts unbecoming to young gentlemen or young ladies are exceedingly rare. Thru the establishment of a delinquent student committee, with a secretary in active charge of the work, scholarship has been markedly improved. A somewhat closer supervision of the students' work has been acceptable to the students, and especially so to the parents. No serious student disorders of any sort have occurred. An investigation conducted by the Y. M. C. A. employment bureau indicates that the young men having their principal work at the city campus, are earning an aggregate of nearly $100,000.00 a year. The University is to be congratulated that so many of its students are wholly or partially self-supporting, and that the city furnishes such facilities for self-support.

The Graduate College

During the biennium the University of Nebraska has been admitted to the Association of American Universities, a group of twenty-two institutions selected on the basis of their maintaining efficient graduate schools. The enrollment in our graduate college this year will reach probably two hundred. This increase has been in part accelerated by the abolishment of fees in the graduate college. Since a large number of our graduate students are giving some instruction to the undergraduates, the Board deemed it undesirable to place a tariff on the scholarship which they represent, and which is of great value in encouraging ideals of scholarship among the undergraduates.

While private foundations are receiving their millions in donations for graduate instruction, and while one state university has a large appropriation specifically for its graduate work, the University of Nebraska has never been able to recognize the graduate college in a financial way. Its development has been almost identical with the development of the undergraduate departments which contribute their quota of work towards making up the college. The Board regrets that it has not been able to appropriate $10,000.00 a year to be devoted to the advancement of the graduate college in providing fellowships and scholarships, in adding to the means and appointments for research, and in securing more effective library investigation.

The College of Arts and Sciences

The college of Arts and Sciences must always remain the central college in our University organization, since the cultural subjects are grouped here. Hence whether the student is studying agriculture or law, his general education must be cared for by this college. In accordance with our policy of retrenchment the only expansion strictly within this college has been the establishment of a department of Slavonic, to meet the needs of our Bohemian speaking people. The work of this department has been rapidly developed, is affording one of the few opportunities for the study of one of the noble, but lesser known, literatures of Europe, and is greatly appreciated by our citizens of Bohemian descent.

Embracing as this college does all the departments of knowledge not especially assigned to oue of the professional colleges, it must be always the center of academic influence and learning. It is, in a sense, the soul of the institution. It can no more be neglected for technical pursuits than can the higher life of the individual be neglected to increase his capacity as a bread winner. Many of its departments are now very inadequately sheltered. It would be highly

desirable to have in the near future a worthy building in which those departments not requiring laboratory facilities could be housed. At the same time more adequate laboratory facilities should be provided, especially for botany, chemistry, and geography.

The Teachers College

In 1908 the Board of Regents erected the department of education into a teachers' college, an institution of collegiate standards ranking with the colleges or arts and sciences, law, medicine, etc. This action of the Board was ratified by the legislative enactment of 1909 reorganizing the University into seven colleges. The aim of this college is to prepare superintendents, principals, teachers in secondary schools, professors in normal schools and smaller colleges, as well as to provide supervisors in such special lines as agriculture, domestic science, manual training, and the fine arts. It has no desire to encroach upon those fields which have long been recognized as occupied by the normal schools; namely, the preparation of teachers for the grades, of principals for the small high school and for other lines of teaching where the schools are not in position to pay the salaries commanded by graduates of the full college course.

The college has established a practice high school for the benefit of its students. This school has been placed on the accredited list of four-year secondary schools which prepare for the freshman grades of the various universities. The purpose in maintaining it is to afford an opportunity for the students in the teachers college to do practice teaching. The school is housed in the basement of the Temple, and is supported very largely by tuition fees charged. The pupils are not listed in the catalog of university students.

It would be highly desirable to have a special building to house this school. Not only is there urgent need of the room in the Temple for other purposes, but the teachers college high school should occupy a model building, having proper offices, recitation rooms, gymnasium, laboratories and work shops for manual training and domestic science. In short, there should be a building that could be exhibited to superintendents and school officials as representing the most desirable features of school architecture and appointments. Such a building with its equipment could be erected for about $80,000.00.

The College of Engineering

The act of the last Legislature in providing for the organization of the college of engineering, formerly a part of the old industrial college, has had much to do with promoting the welfare of engineering and increasing the efficiency of the work done in the college. During the latter part of the past university year the new mechanical engineering laboratories were occupied. These laboratories are housed in one of the finest buildings of the University group. The building is practically fire proof, and is highly creditable to the dean of the college, who acted as architect, and who, with the superintendent of construction, supervised its erection. Few changes have been made in the personnel of the faculty. The enrollment of students increases, and the demand for the graduates is fully maintained.

The erection of this building has made the department of mechanical engineering one of the best equipped in the country. The next step forward should be to equip adequately the department of electrical engineering. This department occupies what was originally a wooden shed, but which was veneered with brick and otherwise improved a number of years ago. It has secured some relief thru occupying space vacated by the department of mechanical engineering. Tho not pressing the needs of this department upon the Legislature at the present time, and recognizing that other interests must first be cared for, the Board feels that it should look forward to the erection of a building to house electrical and civil engineering, to cost not less than $100,000.00.

During the past year the title of the department of farm mechanics has been changed to that of agricultural engineering. As this department has for its special duty the teaching of farm mechanics and a certain amount of engineering work to the students in agriculture, its needs will be mentioned under the latter college.

The College of Agriculture

In accordance with the plan of reorganization mentioned under Engineering, the work in agriculture was reorganized into a separate college. It includes courses in general agriculture, a course in forestry, and a course in home economics. The secondary school of agriculture heretofore attached to the industrial college, has now become an organization articulated with the college of agriculture. The attendance in the college of agriculture shows a healthy increase, and its graduates are in great demand. The school of agriculture, with a constantly increasing attendance, continues to do its admirable work in the training of practical farmers. The agricultural experiment station is investigating problems of plant diseases, studies in hog cholera and swamp fever, studies in soils of the transition region, methods of determining humus, transpiration studies with plants to determine types which are economical in the use of water, degrees of the saturation of soils to promote optimum growth of plants. Among the more popular lines of investigation of this kind are, the development of corn, wheat, and other cereals; a study of the effect of fertilizers, and the distribution and growth of bacteria upon alfalfa; a study of food stuffs to determine economical rations, and the use of silage in the production of beef and dairy products.

Hog cholera serum is being produced for distribution to farmers thru veterinarians; and the work of the insect pest and plant disease bureau within the station is progressing. This work, with that of the serum, is being carried in part by special state appropriations.

Sub-Stations: The North Platte experimental substation continues to do efficient work, and enjoys the appreciation of the people in the western part of the State. The Legislatures of 1907 and 1909 each appropriated $25,000.00 for the maintenance of this station, the appropriation coming out of the state general fund. The appropriations have been supplemented by the sale of produce from the station which, under the careful management of the superintendent, has amounted during the biennium to approximately $15,000.00. It is highly desirable that a boarding house for laborers, as well as other buildings, be erected. For this purpose and for maintenance the Regents request that not less than $30,000.00 be taken from the general fund.

In accordance with an act of the Legislature of two years ago, a sub-station designed to serve the sandy country of the state was located, by a com-

mittee of the Regents, at Valentine. It includes 40 acres of deeded land adjoining the town, together with about 1,050 acres of land from the military reservation, which is to remain under easement from the government, in the possession of the University as long as it is used for experimental purposes. A substantial house built of cement blocks and a barn of the same material are in process of construction. This material was selected in part with an endeavor to demonstrate the feasibility and economy of concrete construction in the sand hills region of the state.

The Legislature of two years ago also provided for a sub-station which was located about seven miles from Scottsbluff. This station has been conducted in co-operation with the federal government. The latter has a dominant influence in its control. The state appropriation has been expended largely for barn and machine shed, fences, horses, machinery, and incidentals. With adequate maintenance the station is now in position to do excellent work during the coming biennium.

Farmers' Institutes: The work of farmers' institutes has so outgrown its appropriation that two-thirds of the appropriation was used during the first year of the biennium, and still institutes were refused in some localities. Many states are adding departments of agricultural extension, and while Nebraska has made a beginning in this respect, the work has been done largely without funds. While the Regents are formally requesting only $25,000.00 out of the general state fund, $5,000 more than appropriated two years ago, they realize fully that this amount is entirely inadequate to meet the demands of the people. Their reason in not asking for a larger sum is that they feel that this is not strictly one of the University activities, but rather a state enterprise administered by the Regents for the welfare of the state. In many other states it is administered by the state board of agriculture. The Regents believe that the Nebraska method is efficient and economical, and would welcome an increase in this amount at the hands of the Legislature. As many of the members of the legislature are farmers, and in view of the great needs of the institution in other respects, it does not seem to the Regents that they should be required to urge this item upon those who are informed in regard to the subject.

At the University Farm campus great congestion exists in certain departments. While we cannot look upon our seven weeks' short course in agriculture as of sufficient permanence to justify building for its especial accommodation, aside from this course chronic congestion exists in a number of the departments giving work in the school of agriculture. Particular attention should be called to the inadequate facilities in horticulture, agricultural botany, agricultural engineering, and dairying. An urgent need is felt for armory and gymnasium facilities. It should be remembered that the second battalion is now nearly as large as the first battalion, since very few of the school of agriculture students secure exemption from military drill. Students coming from the active outdoor life of the farm suffer more from lack of proper exercise than other students. The Regents recommend the construction of a building which may be termed the Plant Industry Building, having in mind the use of the basement of this building for purposes of an armory and gymnasium, also providing a large assembly room. This building would house the departments, or most of them, having any relations to the plant industry, and would afford relief to other departments in vacating rooms for their use.

The next most urgent need would be relief along the line of farm mechanics for the department of agricultural engineering. A railroad switch should be built to avoid the necessity of hauling coal and building material. It would pay for itself in a short time. Altogether, it is highly desirable to spend during the biennium in the neighborhood of $200,000.00 at the State Farm, not only to give immediate relief for the congested condition of certain departments in the school of agriculture, but also to develop the work of the college of agriculture.

The College of Law

The college of law, under its new dean, is enjoying a period of unexampled prosperity. Not only does it show the greatest proportional and actual increase of any of the colleges of the present year, but its work is of such a character as to receive the general endorsement of its patrons and the bar generally. However, the college is more seriously handicapped for room, the class rooms are more crowded, ventilation poorer, and general physical conditions less favorable, than those that exist in any other college of the University.

The College of Medicine

The total attendance of the college of medicine during the last annual session was 197, as compared with 185 during the preceding session. The increased entrance requirements to the college previously announced have been put into effect, involving the presentation of two years of college work above the thirty points of high school work. The most worthy fact in connection with the material equipment of the college has been the purchase of lots in Omaha for the clinical campus. The $20,000.00 appropriated by the last Legislature has been insufficient to secure all of the land needed, but some ground has been purchased and thus a start has been made. The Child Saving Institute of Omaha has been given a perpetual lease to certain lots belonging to the State. On these a building will be erected to serve as a children's hospital. Tho the work of the two final years of the college of medicine is under the full control of the Regents, the financial direction of these clinical years given in Omaha is under the management of a board of directors representing the joint stock company which owned the Omaha Medical College before it became a part of the University. Owing to the great increase in the cost of adequate medical education, and to the fact that the high standards of the University have reduced the numbers, the Omaha part of the work is conducted at a loss which members of the faculty make good by private contributions. The time has come when the Legislature should make a specific appropriation for the maintenance of the work at Omaha, and take over the full financial control of the same, collecting all tuition fees and paying all bills, thus placing this college on the same basis as the other colleges of the University. For this purpose the board urges an item of $20,000.00 out of the state general fund, to be expended during the biennium for the maintenance of the work in Omaha.

While certain citizens of Omaha have expressed a desire to contribute funds for the erection of buildings on the medical college campus, and while the Regents, as authorized by law, welcome contributions to the Univerity's various enterprises, the time has come when the state, at public expense, should

erect a clinical laboratory and administration building on its Omaha campus to cost not less than $100,000.00. This building, with the affiliated children's hospital, would serve as a nucleus of the medical plant. Other hospital facilities may be expected in the future, and while the medical college has ample facilities, it would be highly desirable to have certain hospitals under its own direct management. The Board is especially desirous of increasing the plant at Omaha, owing to the fact that the best authorities on medical education regard the course of six years above the high school as the most desirable. Of these six years, four are now given in Lincoln and two in Omaha. At the earliest possible moment a readjustment should be made so that two will be given in Lincoln and four in Omaha. This can be brought about only by the state's taking over the financial control of the work in Omaha, and the building of an adequate physical plant.

Recapitulation of the Needs of the University

For forty years the University has steadily grown upon its present sites, endeavoring always to keep pace with the growth and educational needs of the state and the general advance of the educational movement in the mid-west. With limited resources it has met the demands upon it in a reasonably successful degree. With the spread of culture and increase of wealth in the state, some citizens, doubtless, would like to see a more magnificent physical plant—more imposing and elegant buildings, ample and attractive grounds. That there is great educational value in such environment there can be no doubt. The Regents share in the desires of the most ardent advocates of good things for the University.

But whatever ideals might be entertained for the future, the Regents are now, more than ever before, confronted with immediate needs of such magnitude and kind as preclude in large measure an ideal expansion of the physical plant. Considerable building must be undertaken at once, and should be of such character as to afford immediate relief to unsatisfactory conditions. If relief is not to be provided for, the Regents would request the Legislature to authorize them to limit the number of students received at the farm and city campus, to the present enrollment. It is not fair to students seeking an education to permit greater congestion. If the Legislature does not feel that the condition of the state warrants the construction of permanent buildings, strictly temporary wooden structures might be provided. An equally urgent need of the hour is more teachers of the higher rank. The Regents deem it their first duty to emphasize these needs. The statistical tables accompanying this report show the ratio of students to teachers of all ranks from deans to scholars to be about 18 to 1. This is nearly double the standard recognized by the leading institutions of the country. Inability to remedy that condition in some measure is a serious handicap tending to lower the position of the University among institutions of its kind. The real test of the need, however, is not shown by merely comparing the number of teachers with the number of individual students. The extent, character, and diversity of the student's work is an important factor usually overlooked. The registration statistics of the last two university years show that the teaching force touches the student body at about 30,000 points annually. The present tendency of demands is toward increased diversity and amount of university educational activity. To divide overcrowded classes means more teachers and more class rooms.

LARGEST HIGH-SCHOOL DEBATING LEAGUE IN THE UNITED STATES

About seventy high schools will be members this year of the Nebraska High-School Debating League which started in January, 1908, with thirty members and which is easily the largest organization of its kind in the United States.

Sixteen new members so far have been enrolled for the fourth annual contests:

Beatrice, Supt. E. J. Bodwell;
Blue Hill, Supt. G. Frank Bixby;
Crete, Supt. E. M. Marcellus;
Culbertson, Supt. J. B. Stackhouse;
Diller, Supt. J. A. Eastwood;
Dunbar, Supt. Thos. Barrackman;
Franklin, Supt. E. M. Hussong;
Indianola, Supt. C. F. Gordon;
Madison, Supt. W. T. Stockdale;
Merna, Supt. C. W. Mottinger;
Minden, Supt. J. O. Lyne;
Neligh, Supt. C. A. Mohrman;
Orleans, Supt. P. W. Pepoon;
State, Supt. George Crocker;
Stromsburg, Supt. E. A. Boostrom;
West Point, Supt. O. R. Bowen.

The League contests in the several districts will begin by early February. The question for the year is: "Resolved, That the policy of maintaining the United States Navy at its present strength is preferable to the policy of substantially increasing it."

To enable pupils at schools with inadequate library facilities to get a wider range of information on the question—a firmer grip on facts on which to base arguments—the Debating and Public Discussion Division of the University Extension Department is furnishing abstracts, prepared under the supervision of Prof. M. M. Fogg by trained University students, of about sixty selected articles listed in Bibliography I in the third annual "Bulletin" of the League and in Bibliography II recently issued. Three sets of this material—some seventy-five pages each—are furnished at $3 to cover the cost—at $2.75 to schools which have purchased a copy of the "Bulletin."

At the annual meeting of the League, November 25, Professor Fogg was re-elected president and Supt. C. A. Mohrman, Neligh, was re-elected secretary-treasurer. The president was empowered to appoint the district directors for 1910-1911.

NEBRASKA DEBATERS DEFEAT WISCONSIN AND ILLINOIS

The University of Nebraska won a notable double intercollegiate debate victory December 2 in the fifth annual contests of the Central Debating League. At Lincoln it defeated the University of Wisconsin and at Urbana it defeated the University of Illinois. In both cases Nebraska's representatives were superior in give-and-take rebuttal. Nebraska ties Wisconsin in the five-year series and Nebraska and Iowa lead the league on the second four-year round. Wisconsin lost in both debates this year, Iowa defeating her at Madison. Minnesota also lost to Iowa and to Illinois.

The members of Nebraska affirmative team, which argued against Wisconsin "that the movement or organized labor for the closed shop should receive the

support of public opinion," spoke in the following order: Byrne C. Marcellus, '11, Lincoln; A. M. Oberfelder, '11, Law '13, Sidney; Joseph T. Votava, '11, Law '11, Edholm. Clarence L. Clark, '12, Lincoln, was alternate. The judges were Hon. Warren Garst, former governor of Iowa; Prof. Frank I. Herriott (economics and political science) Drake University; and Prof. Benj. F. Shambough (political science) University of Iowa. Will Owen Jones, '86, editor of the "Nebraska State Journal," presided, introduced by Prof. H. W. Caldwell.

On the team that argued at Urbana against the "closed" shop, the order was: Clifford L. Rein, '13, Loup City; Anan R. Raymond, '11, Law '13, Fairmont; and George N. Foster, '11, Law '11, Sterling. G. R. Mann, '13, Ord, was alternate. Hon. C. E. Buell, Madison, Wis.; Prof. E. A. Gilmore (law) University of Wisconsin; and Prof. Isaac A. Loos (director of the School of Political and Social Science and Commerce) University of Iowa, were the judges. Prof. Henry B. Ward, formerly of Nebraska, presided.

"It was a conflict between persuasion and conviction," said an Illinois professor of science, "and conviction won."

THE AIM OF THE ARTS COLLEGE

Ellery W. Davis

The oldest college of the University, at one time constituting pretty much the entire University, is that now known as the College of Arts and Science. Whatever the name it has borne at various times in its history and whatever the programs of study may have been, it has had an ideal, an essence, an indwelling spirit, somehow different from that of either the technical colleges or the graduate college. And this can be said not only of our own University of Nebraska, but of every American, every Canadian, every English university. The Arts College is a peculiarly Anglo-Saxon institution, is what the medieval university became in the first place on English soil, developing side by side with the English church, and in the second place what it became under American skies in close union with a free denominational rivalry in religion.

It has been often said, so often that some of us believe it, that the curriculum was planned with an eye single to the training of clergymen. Yet the large majority of those who attended these colleges neither intended to become nor did become clergymen. Besides, though it was undoubtedly looked upon as desirable for a clergyman to have the training given by the arts college, yet it was by no means considered essential; and even today, the divinity schools are comparatively few in number that insist upon a college degree of any kind for entrance upon their courses.

True it is, however, that the churches everywhere recognized the importance of Christian training; that they feared on the one hand the influence of a growing rationalism and on the other the ignorance and dullness or the erratic superstition that would rest content unmoved by their appeals. A glance back to Germany shows Luther and the Roman church equally insistent on giving a Christian education.

Our forefathers took their religion more seriously than do we, made it a larger part of their lives, and a more vital part. Certain fundamental principles seemed to them essential to character building, and character building they regarded as the main purpose of education. Surely not an ignoble conception. Naturally enough the study of that book which has been the inspiration of so many noble lives was given a prominent place in their programs. Naturally those studies which could help in the understanding of the Bible, the ancient languages, Christian history, Christian philosophy, Christian ethics, were stressed. To develop the Christian gentleman was the ideal. Of course, among the students would be some who would go in to follow the self-denying life of the clergyman. But whether they did or not, they had in some degree imbibed the highest ideals of the age in which they lived.

But little by little during the past century scientific investigation was beginning to modify our conception of life, our conception of truth, our conception of education. The universities of continental Europe early became what they are today, above all else places for investigation. Paulsen speaks of their philosophical departments as designed to train the future investigator, the future professor. Thus the Professor dominated, the Professor furnished the ideals, and a new religion came into being. The morality was the morality of the investigator, scrupulously honest and exact in every statement. The God was Truth. The place of worship was the laboratory, and the seminar. Even in the theological faculties investigations reigned supreme.

Such work, such devotion, such faith, such consecration naturally exerted a world-wide influence. Naturally also, from the old religion of authority, the religion based on books and creeds, there came opposition. Those who looked to the past for truth clash with those who looked to the future. Naturally, inevitably, the apostles of the new dispensation won all along the line. Necessarily a larger place had to be given to science in our curriculums. Instead of settees of science in general there were created chairs of each particular science. Scientific courses were organized in which every student got a smattering of every science. Of course, the classics had to give way, but the Senior courses in philosophy, ethics, and natural theology still held sway. The relation of the Arts College to the age was much the same as of old, it still did pretty effectively present to the student the ideals of the age. There was a certain unity and comprehensiveness and an interrelation between the various subjects of the curriculum such as the average student of today hardly gets from his course.

In 1876 the Johns Hopkins University opened its doors. "American science and scholarship were placed on a new plane; in the course of fewer years than anyone would have supposed possible, the standards of the leading American universities were brought up to the European level. Systematic research in every department of human knowledge gradually became a recognized function of our universities."*

Readjustments of all sorts became necessary. As instruction became more thorough and exacting, difficulties were piled upon the student beyond both his desires and his powers. He who had never been trained to think at all could not at once do effective work in laboratory and seminar. The theory that every student could conduct an investigation that was worth while in some line or other, that said student could intelligently decide what that line was by merely following his likes and dislikes, that whatever might be his choice, the university

should provide the instruction at whatever expense, that no planning, no co-ordination, no team work was desirable, did not work well in practice. The ideal of the Arts College seemed to he going. But there has been a check. I quote "The Standard American College is a college with a four year curriculum with a tendency to differentiate its parts in such a way that the first two years are a continuation of, and a supplement to the work of secondary instruction as given in the high school, while the last two years are shaped more and more distinctly in the direction of special, professional, or university instruction. For students who are not to enter professional or graduate schools, and for those who are to lay a broader foundation for their professions than is laid by those who specialize at the end of the sophomore year in the University, the four years' college work may be treated as a unit. For those who have chosen their professions, the last years in the best independent colleges should provide ample opportunities for training preliminary to the professions. The independent college may thus become a co-operative university college."**

Evidently the place of the old college is being taken by the high school plus the first two years of the Arts College. But the aim is more modest. The training is, in the best schools and colleges, more careful and thorough, and upon the whole more stimulating. Yet students are not kept together as they were, it is recognized that there are many plans of salvation, nay more, many sorts of salvation. There is perhaps not sufficient recognition of the student who does not desire specialization of any sort, at least during the four college years; but would rather get a broad outlook on science, on art, on life. But this will be corrected; for there is need now and will be in the future for the education which shall keep before the student the hignest ideals, the religion, of the age in which he may be living.

*New York Evening Post, Nov. 12, 1910.

**Report of the Commission of the North Central Association for 1910.

UNIVERSITY Y. W. C. A.

Miss L. Maude Raymond, of Minneapolis, territorial secretary for state university work, and Mrs. Emma F. Byers, territorial executive secretary, visited the local Y. W. C. A. for the first time since the territorial organization was effected in the early fall. Nebraska is part of the North Central territory which includes also Minnesota, Iowa and the two Dakotas. Headquarters are at Minneapolis. The purpose of this change from state committees to the territorial committee is to make possible expert supervision and training. Nowhere is the work so highly specialized. One secretary has the study of the state universities, another the normal schools, a third the denominational colleges and the high schools, another the city work, and still another the county work. Miss Flora J. Miller, the national student secretary, has also visited Nebraska.

The Young Women's Christian Association, recognizing that a serious problem arises because of the omission from the university curriculum of definitely religious instruction, is endeavoring to meet the situation by developing a Bible study department which shall have for its teachers students of the Bible who are prepared to put the study on the same plane with university courses. The work has been very successful. The second term is to begin with the week of January 9, with the following courses:

Normal Training, Mrs. C. W. Malone; Leading Ideas of the Gospels, Rev. D. R. Leland; Old Testament Characters, Miss Fannie Drake; The Prophets, Rev. S. Mills Hays; The Portraits of Jews, Rev. D. R. Leland; Bosworth's Life of Christ, Carrie F. Shultz; Lectures on Christian Fundamentals, Rev. A. J. Northrup.

Y. M. C. A.

The current year marks the most successful period in the work of the Young Men's Christian Association of the University of Nebraska. Each year has witnessed a larger contribution from this organization towards the welfare of the student body, and the creation of a spirit of unselfish co-operation on the part of students, faculty, and alumni that finds expression in activities which make for a higher and better Nebraska spirit and greater loyalty to the best ideals. Below is given a mere summary of the work done by some of the various departments of this association:

The work for new students began during the summer vacation in the form of answers to letters from prospective students making inquiries concerning the opportunities for obtaining employment that would help pay expenses, for securing desirable rooming and boarding places, and a host of other matters that are of great importance to the man standing on the threshold of his university career. When the new students arrived in Lincoln they were met at the train by upper classmen who rendered all possible assistance in establishing the freshman in his new surroundings. In conjunction with the University, the new student committee conducted three lines of work:

First. Rooms Bureau, which had on file a list of suitable rooms with detailed description of each one, thus enabling the new student to find easily and quickly the sort of room best suited to his needs.

Second. Information Bureau which answered questions of all sorts from students who were unfamiliar with their surroundings.

Third. Employment Bureau, which had a list of positions available for those who found it necessary to earn all or a part of their expenses while in school. During registration week alone, 76 men secured employment through this bureau. The value in money of these positions ranged all the way from one to six hundred and forty-eight dollars. The positions varied as widely as the money they paid, including odd jobs, such as washing windows, mowing lawns, caring for furnaces, soliciting, collecting, teaching, waiting tables, clerking, janitor work, etc. Each evening a group of upperclassmen called on the freshmen who had registered that day, and after a friendly visit invited them to attend the informal social event, known as "Open House" at the Y. M. C. A. parlors.

Almost 1,500 copies of the Nebraska handbook were distributed to University men and women. This publication is a pocket size book neatly bound in leather. It contains much information about student organizations of all sorts, athletic records, study schedules, diary calendar, etc. The constant use to which this book has been put by the incoming class has earned for it the title of "Freshman's Bible."

The membership for the year promises to reach the thousand mark, the goal for 1910-1911. At

present it has reached 856, including 156 faculty and alumni members. With this large membership Nebraska ranks well up in the list of the colleges and universities of the United States and Canada.

The constitution of the Association has been amended, changing the administrative organization. The cabinet composed of the chairmen of committees and the advisory board has been combined into a board of directors composed of five faculty members and four other non-student members who are alumni and Lincoln citizens, together with eight student members.

This board is responsible for the work of the Association and the new system promises a more effective administration than the former plan.

With earnest efforts of students, faculty and alumni the University of Nebraska Y. M. C. A. will continue to contribute to the welfare and growth of the student body.

FEES AT NEBRASKA ARE LOW

Following a careful investigation of students' fees paid at sixteen of the largest universities of the country, statistics have been prepared by the University of Nebraska executive officers, which show excellently how the student fees of Nebraska compare with the big universities.

This investigation has revealed one or two very interesting facts. In the first place, it denoted in an unmistakable manner, that the fees at Nebraska are exceptionally moderate in comparison with corresponding state universities, and that in comparison with all of the private institutions investigated, Nebraska fees are insignificant. For instance, in the colleges of arts and sciences and engineering, the Nebraska fees are lower than Kansas, Colorado, Minnesota, Ohio, Wisconsin, Iowa, Illinois, etc., and very much lower than charges at the private institutions recorded below.

The authorities, in preparing and obtaining the data for this comparison, have employed every possible means to secure accurate figures. In doing this they not only made a list of the fees tabulated in the annual university calendars, but they also have received a verification of the calendar figures from each of the represented universities, thereby avoiding any possible error.

Summary of Fees.

A summary of the fees of the respective universities is recorded below, given in a separate college, listing and excluding all laboratory fees except in the college of medicine.

For the degrees of Bachelor of Arts, Bachelor of Science, four years course, without laboratory fees:

California $32, Missouri $40, **Nebraska $42,** Kansas $50, Colorado $65, Minnesota $80, Ohio $85, Wisconsin $96, Iowa $100, Illinois $111, Michigan $148, Cornell $431, Chicago $495, Harvard $616, Yale $638.

The degree of Bachelor of Science in civil, mechanical or electrical engineering, four years' college, without laboratory fees:

California $32, Nebraska $34, Kansas $50, Colorado $65, Ohio $85, Illinois $111, Minnesota $120, Missouri $120, Wisconsin $140, Michigan $208, Cornell $631, Yale $514, Harvard $716, Mass. Inst. of Tech. $1,000.

For degrees of Bachelor of Laws, college of law, three years' course, no laboratory fees:

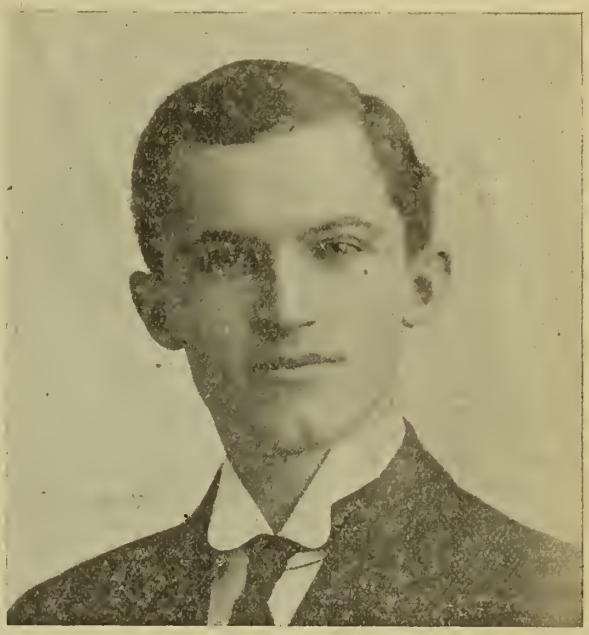
California $35, Wisconsin $72, Kansas $85, Missouri $90, Colorado $150, **Nebraska $151,** Illinois $160, Iowa $170, Ohio $185, Michigan $191, Minnesota $205, Cornell $327, Yale $455, Harvard $462, Chicago $465.

For degree of Doctor of Medicine, four years' course, including average laboratory fees:

Iowa $220, Colorado $320, Kansas $330, Michigan $368, **Nebraska $423,** Minnesota $622, Cornell $630, Illinois $660, Yale $684, Chicago $725 California $736, Harvard $835.

Two years, counting toward same degree:

Missouri $140, Wisconsin $148.



JOSEPH ALEXIS, A. M.

Joseph Alexis was born in York, Neb. Five years after his birth the family moved to Pennsylvania. 1898-1900 a student in the academy of John B. Stetson University, DeLand, Fla.

1900-1902 attended the high school in Whitehall, Mich., from which he graduated.

1902-1905 a student of Augustana College, Rock Island, Ill. (This is the foremost Swedish-American institution in the country.) Representative of the freshman class in the oratorical contest. A member of the intercollegiate debating team in 1905. On the editorial staff of the class annual

1905-1907 a student at the University of Michigan, Ann Arbor, Mich. Received the degree of A. M. in 1906; his subjects were Semitics and Greek.

1907-1908 professor of modern languages in Couer d'Alene College, Couer d'Alene, Ida. Director of the Swedish Glee Club.

1908-1910 a student of Germanic languages (including Swedish) at the University of Chicago.

1910-11 instructor in Swedish and German in Germanic Languages, University of Nebraska.

THE MOBILE MEETING

Superintendent Davidson, president of the superintendents' section of the National Educational Association, has fixed the date of the meeting for Feb. 23-25. A splendid program has been prepared, which will be announced soon. The homeseekers' rate,

$32.50 for the round trip from Lincoln or Omaha, will be available, starting Tuesday, Feb. 21. This is the only day on which this rate will apply. Special sleepers will be reserved for the trip, adding to the comfort and convenience of the party. There will be a large attendance from Nebraska. All who contemplate attending should take up the matter at once with the state director, Inspector A. A. Reed, in order to secure reservations for train and hotel. There will be side trips, including the Mardi Gras, New Orleans, etc., and arrangements will be made to visit such schools as may be desired on the return trip.

GREETINGS

I am kindly given permission to extend formal greetings to you and to express my grateful appreciation to you for your active good will during the past year. The past school year ended my first quarter of a century in the teaching service. Permit me to thank you for your uniform courtesy and kindness during all these years. It would be impossible for me to conceive of any educator's receiving from his associates a greater degree of sympathy and help and a better, month after month and year after year, co-operation than I have received from my associates in Nebraska. You have not only favored me with the highest honors in district and state associations, but the faith you have had in me has given me many promotions in the teaching profession, finally placing me at the head of an educational institution which in many respects stands only second in the state to our great state university. Your cordial and persistent support aided in giving to that institution six years of the most marvelous growth and of elevating it to a point of efficiency with the four or five best state normal schools in the United States.

I desire to thank you most sincerely also for your recent confidence and good will which places me at the head of the educational system of this state for the next biennium.

I hope I may prove worthy of the confidence that has been imposed in me. I hope that during the next two years we may be able to follow up the previous emphasis placed upon the essential common branches with system and organization which will mean still greater accuracy and thoroughness in all teaching in the common schools of the state and a more complete mastery of these basic common branches so often and so easily neglected in our schools.

I hope by means of an industrial education commission and other ways of co-operating with each other we may still further systematize, adapt, and adopt into our schools, the industrial work for boys and girls so successfully pushed forward during the past five years by our present efficient superintendent, E. C. Bishop.

Let us in putting this manual training, agricultural and domestic science work into our schools as in all our teaching, hold in mind as the paramount question: What will these boys and girls do immediately on leaving school? Then let our aim be to give these boys and girls usable, serviceable knowledge, and to equip them with a knack of doing things with their hands, giving to them a preparation for earning a living as well as a preparation for living.

Is it a dream to hope to reduce school theories to a more practical and more workable basis? Is it a dream to hope to see boys and girls educated for efficiency as well as for culture and accomplishment?

I assure you that all the machinery of the next school administration will be directed towards the one end, of aiding you to realize that dream.

J. W. CRABTREE.

THE ELECTIVE COURSE IN THE HASTINGS HIGH SCHOOL

The bold, vigorous work so successfully carried on, during the past two years, by Supt. S. H. Thompson of Hastings is attracting much attention from educators. Hastings is to be congratulated on possessing a school superintendent of such original power, and one so well trained for the work. From his recent annual report the following extracts are taken:

The Hastings high school has had an elective course of study for the past two years. The registration for next year, which is not yet complete, is of considerable interest, as it shows something of the working of the method. The enrollment for the past year in the high school was 289, and already 276 have enrolled for the year 1910-1911. Counting the advance enrollment this experience of three years affords a substantial basis for study.

Previous to the adoption of the elective system the schools had the traditional classical, scientific, and English courses, with four years of Latin for the classical course, two for the scientific and none for the English, with two years of German optional in all three. Two years ago biology, physical geography, commercial arithmetic and German were added in the ninth grade; German, commercial geography and shop in the tenth; industrial history and modern history in the eleventh, and English in the twelfth, and the students were advised by parents and teachers in the selection of their studies. Domestic science, music and drawing, stenography, typewriting and commercial law have since been added. Naturally the selection was made within narrow limits, but the student was made to feel that he was responsible for the selection of his studies, and he was encouraged to select to prepare for college or for industrial or commercial work. Students were encouraged to select their studies from those offered in one grade, but they could select from those of other grades for good reasons.

Two tabulations are given. The first shows the variation with reference to grade, and the second shows the variation as to selection of studies. The first tabulation shows that 76% of the students registered for studies within their grade. Fifteen per cent registered for one study in the grade below, and four per cent registered for two studies one grade below. Two per cent are registered in one study two grades below and two per cent are registered in one grade ahead.

In the tabulation showing choice of studies the entering class is much more regular than any of the others. In the ninth grade nineteen boys unite in selecting one group, five select another and the remaining eleven divide themselves among five groups. Of the girls twenty-one select one group, fourteen another, seven another and the remaining twelve divide among the seven groups with no more than two in each one.

In the tenth grade four boys unite in selecting one group, two another and the remaining twenty-one are individual in their selections. In this grade eight girls select one group, seven another, six an-

other, four another, three another, two another, and the remaining twenty-two are individual in their selections.

In the eleventh grade out of twenty-four boys only two unite on any one group. Of the fifty girls six choose one group, five another, three each of two groups and two each of four other groups.

In the twelfth grade of thirteen boys two unite on one group and thirty-one girls divide themselves among twenty-three groups of studies with no more than three in any one group.

A comparison of the tabulations shows that the groups of studies selected are more diversified in the upper grades than in the lower ones. In the ninth grade nineteen boys select one group and twenty-one girls select a similar one. In the tenth grade the largest number of boys selecting one group is four and the largest number of girls is eight. In the eleventh grade the largest number of boys selecting one group is two and the largest number of girls is six. In the twelfth grade two boys unite on one group and three girls select another.

The boys are more individual than the girls in their selection unless the ninth grade is an exception.

A careful study of the individual registrations fails to show that there is any appreciable tendency to enroll for easy studies. One of the poorest students wants to take algebra, English, shop, and European history; another wants geometry, chemistry, American history, and political economy; another wants chemistry, German, American history and political economy; another wants English, German, geometry, and European history.

A further study will show that there is little or no tendency to take a large amount of work in any one subject as science, mathematics, or language.

The demands of vocational education call for electives in the high school, and it is interesting to find that young people may safely be trusted to make their own selections under the guidance of parents and teachers.

Table I

Grade	IX	X	XI	XII	Tot.	Pct.
Regular	89	60	46	14	209	76
Registered in one study one grade below	..	9	15	18	42	15
Registered in two studies one grade below	..	4	4	4	12	4
Registered in one study two grades below	..	..	2	4	6	2
Registered in one study one grade ahead	..	3	2	..	5	2
Registered in two studies one grade ahead	..	1	..	..	1	
	89	77	70	40	276	

Table II

NINTH GRADE ENROLLMENT, 1910-11

Boys

Eng., Alg., Ger., Shop—19.
Eng., Alg., Ger., Phys. Geog.—2.
Eng., Alg., Lat., Shop—5.
Eng., Alg., Lat., Phys. Geog.—1.
Eng., Alg., Lat., El. Sci.—3.
Eng., Alg., Shop, El. Sci.—3.
Eng., Alg., Shop, Phys. Geog.—2.

Girls

Eng., Ger., Alg., Dom. Sci.—21.
Eng., Ger., Alg., Phys. Geog.—2.
Eng., Lat., Alg., Dom. Sci.—14.
Eng., Lat., Alg., Phys. Geog.—7.
Eng., Alg., Lat., El. Sci.—2.
Eng., Ger., Dom. Sci., Mus. and Dr.—1.
Eng., Ger., Dom. Sci., Arith. (8th Gr.)—2.
Eng., Ger., Dom. Sci.—2.
Eng., Phys. Geog., Dom. Sci.—1.
Eng., Phys. Geog., Dom. Sci., Mus. and Dr.—2.

TENTH GRADE ENROLLMENT

Boys—27

Eng., Lat., Geom., Shop—1.
Eng., Lat., Geom., Eur. Hist.—1.
Eng., Lat., Eur. Hist., Com. Arith.—1.
Eng., Geom., Eur. Hist., Shop—4.
Eng., Geom., Ger., Shop—1.
Eng., Alg., Eur. Hist., Shop—2.
Eng., Alg., Shop—1.
Eng., Ger., Geom., Eur. Hist.—1.
Eng., Ger., Bookk., Ind. Hist.—1.
Eng., Alg., Shop—1.
Eng., Geom., Phys. Geog., Shop—1.
Eng., Alg., Zoo., Shop—1.
Eng., Zoo., Shop—1.
Eng., Zoo., Shop, Eur. Hist.—1.
Eng., Sten., Com. Arith., Typewr.—1.
Eng., Shop, Bookk., Physics—1.
Lat., Shop, Geom.—1.
Lat., Alg., Zoo., Eur. Hist.—1.
Lat., Geom., Shop, Typewr.—1.
Lat., Alg., Eur. Hist., Physics—1.
Lat., Alg., Shop, Bookk.—1.
Ger., Geom., Zoo., Eur. Hist.—1.
Sten., Bookk., Shop, Typewr.—1.

Girls—52

Eng., Lat., Geom., Dom. Sci.—8.
Eng., Lat., Geom., Eur. Hist.—7.
Eng., Lat., Eur. Hist., Dom Sci.—4.
Eng., Lat., Alg., Dom. Sci.—2.
Eng., Lat., Geom., Zoo.—3.
Eng., Lat., Alg., Bookk.—1.
Eng., Lat., Eur. Hist., Zoo.—1.
Eng., Ger., Geom., Eur. Hist.—1.
Eng., Ger., Eur. Hist., Dom. Sci.—6.
Eng., Ger., Zoo., Bookk.—1.
Eng., Ger., Geom., Dom. Sci.—1.
Eng., Ger., Lat., Zoo.—1.
Eng., Ger., Alg., Zoo.—1.
Eng., Ger., Alg., Bookk.—1.
Eng., Ger., Bookk., Dom. Sci.—1.
Eng., Ger., Bot., Dom. Sci.—1.
Eng., Sten., Bokk., Dom. Sci.—1.
Eng., Geom., Zoo., Bookk.—1.
Eng., Geom., Zoo., Dom. Sci.—1.
Eng., Geom., Bookk., Dom. Sci.—1.
Eng., Bookk., Eur. Hist., Dom. Sci.—1.
Eng., Eur. Hist., Com. Geog., Dom. Sci.—1.
Eng., Geom., Eur. Hist., Dom. Sci.—1.
Lat., Am. Hist., Bookk., Dom. Sci.—1.
Ger., Sten., Bookk., Typewr.—1.
Ger., Eur. Hist., Zoo., Dom. Sci.—1.
Sten., Bookk., Com. Geog., Typewr.—1.
Bot., Bookk., Dom. Sci., Typewr.—1.

ELEVENTH GRADE ENROLLMENT

Boys—24

Eng., Lat., Physics—1.
Eng., Lat., Alg., Shop—1.
Eng., Ger., Alg., Physics—1.

Eng., Ger., Shop, Eur. Hist.—1.
Eng., Ger., Physics, Eur. Hist.—1.
Eng., Ger., Geom., Physics—1.
Eng., Alg., Physics, Eur. Hist.—2.
Eng., Alg., Physics, Shop—1.
Eng., Alg., Bookk., Shop—1.
Eng., Alg., Shop, Eur. Hist.—1.
Eng., Sten., Eur. Hist., Typewr.—1.
Lat., Alg., Shop, Physics—1.
Lat., Geom., Shop, Eur. Hist.—1.
Lat., Alg., Physics, Eur. Hist.—1.
Ger., Alg., Physics, Eur. Hist.—1.
Ger., Geom., Shop, Physics—1.
Ger., Shop, Physics, Pol. Econ.—1.
Ger., Geom., Chem., Eur. Hist.—1.
Ger., Shop, Physics, Bookk.—1.
Alg., Physics, Bookk., Com. Geog.—1.
Geom., Chem., Am. Hist., Pol. Econ.—1.
Alg., Bookk., Physics, Sten.—1.
Bot., Shop, Eur. Hist., Physics—1.

Girls—50

Eng., Lat., Alg., Physics—5.
Eng., Lat., Alg., Dom. Sci.—1.
Eng., Lat., Physics, Dom. Sci.—1.
Eng., Lat., Physics, Eur. Hist.—2.
Eng., Ger., Physics, Dom. Sci.—6.
Eng., Ger., Physics, Eur. Hist.—1.
Eng., Ger., Eur. Hist.—1.
Eng., Ger., Geom., Eur. Hist.—2.
Eng., Ger., Geom., Physics—1.
Eng., Ger., Eur. Hist., Dom. Sci.—3.
Eng., Ger., Dom. Sci., Bookk.—3.
Eng., Ger., Dom. Sci., Am. Hist.—1.
Eng., Ger., Dom. Sci., Typewr.—1.
Eng., Ger., Alg., Physics—1.
Eng., Alg., Dom. Sci., Physics—1.
Eng., Alg., Dom. Sci., Eur. Hist.—1.
Eng., Alg., Physics, Bookk.—1.
Eng., Physics, Dom. Sci., Bookk.—1.
Eng., Geom., Lat., Dom. Sci.—1.
Eng., Physics, Zoo., Bookk.—1.
Eng., Eur. Hist., Dom. Sci., Bookk.—1.
Eng., Sten., Dom. Sci., Typewr.—1.
Lat., Alg., Physics, Dom. Sci.—1.
Lat., Alg., Physics, Ind. Hist.—1.
Lat., Eur. Hist., Physics—1.
Lat., Ger., Alg., Eur. Hist.—1.
Ger., Eur. Hist., Zoo., Dom. Sci.—1.
Ger., Alg., Physics, Dom. Sci.—1.
Ger., Alg., Eur. Hist., Dom. Sci.
Ger., Alg., Physics, Bookk.—1.
Ger., Geom., Physics, Dom. Sci.—1.
Ger., Sten., Bookk., Dom. Sci.—1.
Ger., Sten., Bookk., Typewr.—2.

TWELFTH GRADE ENROLLMENT

Boys—13

Eng., Ger., Alg., Chem.—1.
Eng., Ger., Chem., Am. Hist.—1.
Eng., Ger., Am. Hist.—1.
Eng., Chem., Am. Hist., Pol. Econ.—2.
Eng., Chem., Geom., Am. Hist.—1.
Eng., Physics, Shop, Com. Law—1.
Eng., Shop, Am. Hist.—1.
Ger., Chem., Shop, Am. Hist.—1.
Ger., Chem., Am. Hist., Pol. Econ.—1.
Ger., Physics, Am. Hist., Pol. Econ.—1.
Chem., Shop, Am. Hist., Pol. Econ.—1.
Am. Hist., Sten., Typewr.—1.

Girls—31

Eng., Lat., Ger., Dom. Sci.—1.
Eng., Lat., Ger., Chem.—3.
Eng., Lat., Chem., Reviews—1.
Eng., Lat., Chem., Am. Hist.—1.
Eng., Ger., Chem., Am. Hist.—1.
Eng., Ger., Chem., Dom. Sci.—1.
Eng., Ger., Eur. Hist., Dom. Sci.—1.
Eng., Ger., Am., Hist., Dom. Sci.—1.
Eng., Ger., Am. Hist., Reviews—1.
Eng., Am. Hist., Bookk., Reviews—3.
Eng., Am. Hist., Physics, Reviews—2.
Eng., Am. Hist., Dom. Sci.—1.
Eng., Eur. Hist., Chem., Dom. Sci.—1.
Eng., Am. Hist., Bookk., Dom. Sci.—1.
Lat., Ger., Am. Hist., Dom. Sci.—1.
Lat., Physics, Am. Hist., Bookk.—1.
Ger., Physics, Am. Hist., Reviews—1.
Ger., Am. Hist., Dom. Sci., Bookk.—1.
Ger., Eur. Hist., Dom. Sci.—1.
Ger., Am. Hist., Sten., Dom. Sci.—2.
Ger., Am. Hist., Dom. Sci., Zoo.—1.
Ger., Bookk., Sten., Dom. Sci.—1.
Am. Hist., Reviews, Dom. Sci., Zoo.—1.
Am. Hist., Reviews, Geom., Dom. Sci.—1.
Am. Hist., Reviews, Physics, Dom. Sci.—1.

EXERCISES IN PHYSICAL GEOGRAPHY

N. A. Bengston

The Atmosphere—Field Study, Weather Observations.

Purpose—To study carefully some of the elements of current weather conditions.

Apparatus—Ruler (graduated to sixteenth inch). Vessel with sharp vertical sides, thermometer.

Suggestions—The data called for in the accompanying table should be kept carefully by every member of the class for at least two months, preferably one month in early autumn or late spring, the other a winter month. Another commendable plan is to keep one week's record of each month through the school year. The record should be made at a convenient hour of day, by all members of the class at the same time, and should comprise conditions as they have existed during the previous twenty-four hours.

Under the head "Wind Velocity" use following terms,—**calm** (no perceptible wind); **light** (moving leaves of trees); **moderate** (moving branches of trees); **brisk** (swaying branches of trees); **high** (swaying trees); **gale** (breaking branches of trees).

For "Kinds of Clouds" state as to whether cumulus, stratus, cirrus, or their combinations are prevalent.

Give "Precipitation" in inches as measured in a vessel having sharp vertical sides. If snow has fallen count ten inches of snow as one inch of rainfall.

Questions

(1) From what direction do the warmer winds generally blow? The colder?

(2) Does wind make the temperature seem colder or warmer? Why?

(3) What direction of wind seems most likely to be associated with cloudiness? With clearing skies?

(4) How does cloudiness affect temperature during the day time? At night? Explain.

(5) Are clouds necessary in order to have precipitation?

(6) Do clouds always produce precipitation?

(7) What kinds of clouds are associated with rain? Snow? Thunderstorms?

(8) (a) How does amount of rainfall during the winter months compare with that of the summer

Date	Day	Temperature	Wind Direction	Wind Velocity	Percent. Cloudiness	Kinds of Clouds	Form of Precipitation	Amt. of Precipitation	REMARKS
.....	Mon.	.....	.....	.....	.....	.....	.....	.....	.....
.....	Tues.	.....	.....	.....	.....	.....	.....	.....	.....
.....	Wed.	.....	.....	.....	.....	.....	.....	.....	.....
.....	Thur.	.....	.....	.....	.....	.....	.....	.....	.....
.....	Fri.	.....	.....	.....	.....	.....	.....	.....	.....
.....	Ave. Week	.....	.....	.....	.....	.....	.....	.....	.....
.....	Mon.	.....	.....	.....	.....	.....	.....	.....	.....
.....	Tues.	.....	.....	.....	.....	.....	.....	.....	.....
.....	Wed.	.....	.....	.....	.....	.....	.....	.....	.....
.....	Thur.	.....	.....	.....	.....	.....	.....	.....	.....
.....	Fri.	.....	.....	.....	.....	.....	.....	.....	.....
.....	Ave. Week	.....	.....	.....	.....	.....	.....	.....	.....

season? (b) Of what importance is this to agriculture? (c) At what period of the day is rain most likely to fall?

(9) Are frost and dew characteristics of clear or cloudy nights? Why?

(10) What wind directions are most commonly associated with rain? Snow?

(11) What temperature and rainfall conditions were associated with high wind velocities? With low velocities?

(12) Did high wind velocities usually precede or follow rain? Snow?

(13) From what direction were the winds usually strongest? Was this true of all months observed?

(14) What was the prevailing wind direction during each week observed?

(15) Is the temperature usually higher before or after a rain? Snow?

(16) Summarize weather characteristics of each month observed.

Laboratory Studies

In presenting a series of laboratory exercises to correlate with the text-book work on "The Atmosphere," we have tried to give only such as have definite geographic importance. In this field the temptation to make the work elementary physics is so great that we must warn teachers that the work is not rounded out well unless the life relations of the phenomena observed are carefully studied.

The apparatus necessary to work the following exercises is simple and inexpensive. It is within reach of every high school. The exercises are brief, each being designed to be worked in a single class period. As far as possible have apparatus sufficient so that students may do individual work. Results should be written in permanent form in the laboratory at the time the work is lone. Emphasize the need of intelligent observation, logical inference, and a neat and accurate record of work done.

This issue concludes the series of published exercises this year. It is gratifying to know that the work in Physical Geography is showing marked improvement in a great many of the high schools of the state. We now ask the teachers of Nebraska to write us concerning problems that have come up in the work and to criticise freely the exercises that have been offered. Co-operation spells success.

Exercise XXI—Change of Volume of Air

Purpose—To show the changes of volume due to heating and cooling air.

Material—Lamp. Bottle. One-hole stopper. Glass tube. Beaker or tumbler.

Suggestions—For this experiment any kind of a lamp will suffice although a Bunsen flame or alcohol lamp is preferable. Use a small bottle, about a four-ounce capacity, with a tight-fitting cork. Bore a hole in the cork into which fit closely and seal with wax or paraffine a small glass tube about six inches long. The glass tube should project through the cork into the neck of the bottle and the outer two inches should preferably be bent at about right angles to the longer part of the tube. A beaker or tumbler nearly filled with water completes the necessary equipment.

The experiment should be performed by the students working in groups of two or three. Where laboratory facilities are lacking or supervision impossible, the experiment may be performed by the teacher in the presence of the class, and written up by the pupils as a class exercise.

Studies—With apparatus fitted up as called for above, hold the bottle so that the outer end of the glass tube is in the water in the beaker.

1. What fills the bottle when it is usually spoken of as "empty"?

2. With the outer end of the glass tube under allow the bottle to cool slowly. (a) Observe what passes out of the tube. (b) Infer the cause. (c) Continue heating for a short time. Is the bottle still full of air? (d) Infer whether there is as much air as there was at first. (e) What effect does heating the air have on its volume?

3. Without removing the glass tube from the water allow the bottle to cool slowly. (a) Observe what occurs. (b) Infer the cause. (c) Is the bottle now full of air? (d) Is there as much air as there was before the bottle began to cool? (e) What effect does cooling the air have upon its volume?

4. If atmospheric pressure is equal in each case,

which will contain (a) the greater quantity (mass), a certain volume of cold air or the same volume of warm air? (b) Which of the two volumes will be the heavier?

5. On a day when the rooms are artificially heated, test the temperature of the air in tthe upper part of the room and compare with the temperature of air near the floor. Account for condition found. Why not the reverse?

Exercise XXII—Atmospheric Pressure

Purpose—To ascertain whether the atmosphere exerts pressure.

Material—Sheet rubber. Lamp chimney or thistle-tube. Cup and saucer. Blow-pipe. Electric light hulb. Balance.

Suggestions—The first two of the following experiments should be performed by the teacher, but the questions are to be answered by the pupils from studies of the phenomena observed. The electric light bulb called for can be one which has been "burnt out" and hence is practically worthless. These can generally be procured free or at trifling cost from the managers of the electric lighting systems in the various towns.

Experiments—

1. Fill a saucer about two-thirds full of water. Take a piece of paper, crumple it somewhat in the hand, then set it on fire and place on the water surface. Quickly place an inverted cup over it so that the edges of the cup extend below the water surface. (a) Ohserve what happens to the water. (b) Can paper hurn without using some air? (c) Infer the cause of the water moving up into the cup. (d) In what direction was the pressure exerted?

2. Place an electric light hulb on one pan of a balance and place weights on the other so as to counterbalance the bulb as nearly as possihle. By means of the blowpipe blow the flame of an alcohol lamp or Bunsen burner against the bulb until a hole is made in it. (a) Is the hulb now exactly counterbalanced? (b) Is it heavier or lighter than before? Infer whether or not air has weight. (c) Note the form of the opening in the bulh. Are the edges of the glass bent in or out? What force made the hole in the glass? Why was it necessary to use heat? (d) In what direction was pressure exerted in this case ?

3. Tie in loose folds some sheet rubber over the large end of a thistle tube or lamp chimney, being careful to make the rubher covering air tight. (a) Blow into the open end of the tube and observe the rubber. (b) Compare the amount of air in the tube now and before. (c) Infer why the rubber is pressed outward.

(d) With the same apparatus suck out some of the air and observe the rubber. (e) Exhaust more of the air and observe again. (f) Compare in both cases the amount of air remaining in the tube with the amount at first. (g) Infer why the rubber was forced inward in both cases and more so in one case than in the other.

4. In a summary statement give proofs of air pressure and the directions in which it is exerted.

Exercise XXIII—Currents In the Atmosphere

Purpose—To study some of the causes of air currents and of their directions.

Material—Cigar box. Two lamp chimneys. Candle.

Suggestions—Take an empty cigar box with cover intact and cut two holes, each with a diameter of about half an inch. Seal with paraffine all cracks in the box so that it will be practically air-tight save for the two holes. It is preferable to take out the sides of the box and replace them with pieces of glass of the same size because then movements of air currents can be more easily traced. Beside one of the openings place a short lighted candle. Then over each of the openings set a lamp chimney made airtight at the bottom by means of grease or paraffine. One apparatus set up as directed can be seen and studied by the whole class.

Studies—

1. By means of the smoke from a piece of "smudge paper" or an extinguished match test for air currents at the tops of the chimneys. State direction of each.

2. What is true of the relative temperatures of the air in the two chimneys?

3. Explain why the air goes down one chimney and through the box.

4. Explain the cause of the motion of the air in the heated chimney.

5. What will be true of the temperature of the warmed air after leaving the chimney? Trace its possible course to make a complete round of circulation.

6. On a day when the temperature outside is lower than that within, lower the upper sash of a window and raise the lower sash. Test direction of air currents in each opening.

7. With conditions as stated in No. 6, test the air currents in an open door. Do currents move in the same direction in the upper parts of the doorway as in the lower? Explain.

8. Let there be in one region of country a warm, moist atmosphere while in an adjoining section it is cold and dry. Trace a complete circulation of air made possible by those conditions.

9. The term wind should he used only for currents near the surface of the earth, and not for ascending or descending currents or for currents in the upper atmosphere. With such a use of the term infer from what direction a wind blows. What will be true of apparent wind conditions where air is ascending? Descending?

10. With air currents established, and independent of temperature and moisture changes, how will upward currents affect the reading of the barometer? What will be the effect of downward currents?

11. Infer how winds blow with reference to an area of high barometer; low barometer.

Exercise XXIV—Evaporation

Purpose—To study the conditions affecting the rate of evaporation.

Material—Saucer. Glass plates (2). Beakers (2). Small cups (2).

Experiments—

1. Cover the bottom of a saucer or tin plate with water to a depth of about one-eighth inch. Let stand exposed to the air for a day. Note result.

2. Put five drops of water on each of two glass plates. Place one on the desk out of any draught of air. Heat the other gently. Observe from which the water evaporates the faster. Infer the cause.

3. Place equal quantities of water in two beakers or small cups. Place them side hy side where they may be left undisturbed for several hours. Cover one with an inverted tumhler, and leave the other open.

(a) What collects on inside of inverted tumbler?

(b) Is the air in the tumbler dry or moist?

(c) From which beaker does evaporation take place the more rapidly?

4. Pour equal quantities of water into two vessels,

one of small diameter such as a beaker or tumbler, the other of large diameter such as a saucer or pie tin. Let stand for several hours, or even a day. Then measure the water in each vessel. From which did evaporation take place the faster? Why?

5. Place three drops of water on a glass plate and put in some quiet place out of any draught. On another plate drop the same quantity of water and place in a strong draught for several minutes. This can be accomplished by either blowing on it or fanning it.

(a) From which does evaporation proceed more rapidly?

(b) Infer another factor in rapidity of evaporation.

Questions—

1. From above experiments infer what becomes of water when it evaporates.

2. At what temperature does vaporization of water occur most rapidly?

3. When do clothes dry most readily, in winter or summer? On a windy day or a calm day? On a cloudy day or when it is clear? Give reason in each case.

4. Name some sources whence the supply of moisture in the air is maintained?

5. Summarize the conditions under which vaporization from land and water surfaces will go on most rapidly.

Exercise XXV—Effects of Evaporation

Purpose—To study some of the effects of evaporation.

Material—Alcohol. Two thermometers. Lamp wick. Cotton or cotton cloth.

Experiments—

1. Place one or two drops of alcohol, of about the same temperature as the room, on the back of the hand. Note the sensation while the alcohol is evaporating. Infer the cause.

2. Hang side by side two thermometers of same size and style, so that they will indicate correctly the temperature of the room. Around the bulb of one of them place a small tuft of dry cotton. After a minute or two note if the reading has been affected thereby. Then place a few drops of alcohol or ether, of same temperature as the room, on the cotton.

(a) What is the effect on the thermometer?

(b) Is the change in reading rapid or slow?

(c) How many degrees difference in the reading of the two thermometers could you obtain?

(d) From where does part of the heat absorbed by the alcohol in evaporating, come?

3. Using the same apparatus as in the preceding experiment, put a single drop of water on the cotton over the bulb of one thermometer. As it evaporates note effect on thermometer reading. Why is not the change as marked and rapid as when alcohol or ether was used?

4. Construct a wet bulb thermometer by connecting the cloth on the covered bulb with a small vessel or water by means of a short piece of lamp wick. This will replenish the water in the cloth over the bulb as rapidly as it evaporates. Place an ordinary thermometer where it will represent fairly the temperature of the room, and put the wet bulb thermometer near it. After a little while observe the readings of the two instruments.

(a) How much difference is noted?

(b) Let the apparatus remain in place a week or more and observe the temperatures from time to time. Why is the difference in readings not uniform?

(c) When will evaporation be the more rapid, when the air is comparatively dry or moist (humid)?

(d) What then does the difference in reading between wet bulb and dry bulb thermometers show in regard to humidity of air?

Summary—

(a) What effect does evaporation have upon the temperature of the body or surface from which it takes place?

(b) Is evaporation a warming or cooling process as far as adjacent bodies are concerned?

Exercise XXVI—Condensation of Water Vapor

Purpose—To study the condensation of water vapor and its geographic relations.

Material—Flask. One hole stopper. Glass tube. Tin cup. Thermometer. Ice. Salt.

Experiments—

1. Boil some water in a flask fitted with a one-hole stopper through which has been placed a glass tube two or three inches long and of about one-fourth inch diameter.

(a) What is the color of the vapor or steam in the flask?

(b) When the water boils briskly can you see any vapor or steam just at the mouth of the glass tube?

(c) Infer as to the color of steam.

d) Observe what forms just beyond the mouth of the glass tube. Explain.

(e) Hold a cool object such as a piece of iron or a glass plate in the steam near the mouth of the glass tube. What collects on it? Why?

2. Thoroughly dry the outside of a tin cup and half fill it with water. Put in some ice or snow and stir with a thermometer.

(a) At what temperature is the cup when moisture begins to collect on the outside?

(b) Infer the significance of "dew point."

(c) Where does the moisture come from?

(d) What caused the moisture to collect on the sides of the cup? Why was no moisture apparent at first?

3. Fill a tin cup whose outside is dry with finely cracked ice or snow, mixed with about one-third its volume of salt. Stir carefully with a thermometer.

(a) At what temperature did frost begin to form on the outside of the cup?

(b) Did dew form before the frost appeared?

(c) With the atmosphere very dry, would dew form before frost? Why?

Summary—

1. What is the distinction between vaporization and condensation?

2. What is the usual cause of condensation of atmospheric moisture?

3. What causes the appearance of a cloud at the mouth of a tea kettle of boiling water and its disappearance a little farther outward?

4. Account for the "sweating" of water coolers and pump heads.

5. Explain the conditions involved in formation of (a) dew and rain; (b) white frost and snow; (c) fog and cloud.

6. Explain why fogs and clouds are often characteristic of mountain slopes.

Exercise XXVII—The Weather Map

Purpose—To study the daily weather map and the significance of the data used as the basis for forecasts.

Material—Daily weather map (one for each pupil).

Suggestions—The questions for this study are so constructed that they will apply to any daily weather

map. While it is not necessary that all the pupils be supplied with the same map, it is highly desirable that they should be. In that way uniformity can be secured in the discussion and any tendency to confusion is avoided. Sufficient copies of the map for any day can generally be secured by addressing the director of the nearest weather bureau station or by having pupils cut them from daily newspapers.

Directions—

1. By what government department and bureau is the weather map published?
2. On what date was your map published? In what city?
3. At what hour of the day were the observations made?
4. Are the observations taken at the same time all over the United States? Why?
5. Find the following symbols and explain the significance of each:
   (a) Continuous black lines.
   (b) Dotted black lines.
   (c) Arrows.
   (d) Circles.
6. What is meant by "high"? "Low"? State pressure noted for an area of each on your map.
7. Study the general wind directions in areas of highs and lows. Do the winds blow toward or away from the "lows"? "Highs"?

*. What facts are given in the tables in the lower right-hand corner of the sheet that are not given on the map?

*9. What do the plus and minus signs in the second temperature column signify?

10. On the map find the regions having (a) highest temperature; (b) lowest temperature; (c) highest pressure; (d) lowest pressure.

*11. From the tables find the places of highest and lowest temperatures. Do the tables agree with the map?

12. Describe weather conditions at (a) New York City; (b) Chicago; (c) Denver; (d) Seattle; (e) Los Angeles; (f) Your home town.

*If maps from newspapers are used these questions are to be omitted.

ALUMNI TIDINGS

MARRIAGES

Philip F. Bross, '03, and Miss Leila J. Baker were married in the Congregational church at Wahoo on Dec. 22, 1910. Mr. Bross has been selected by Congressman Sloan as his private secretary.

E. E. Anderson, '05, and Miss Lucy McCarter were married at Alliance, Nov. 24, 1910, and now live at 2501 Dudley St., Lincoln. Mrs. Anderson was a trained nurse at Alliance. Mr. Anderson is an assistant to the superintendent of construction, University of Nebraska.

On Nov. 22, 1910, Dr. John Clyde Moore, '06, and Miss Laura Daggett were united in marriage at the home of the bride's parents, Axtell, Nebr. Dr. Moore took his A. B. in 1906 and his M. D. in 1908. He won Phi Beta Kappa honors. Mr. and Mrs. Moore will reside in Omaha.

Robert C. Ashby, '08, and Marguerite Waldorf were united in marriage Nov. 26, 1910, at the home of the bride's parents, Western, Nebr. Mr. and Mrs. Ashby will be at home at Pullman, Wash., where Mr. Ashby is assistant superintendent of Farmers' Institute work.

Arthur D. Smith, '08, and Miss Blanch Wirt were married Nov. 24, 1910, at the home of the bride's parents, Benedict, Nebr. After a short wedding trip Mr. and Mrs. Smith will be at home at Bedford, Ia., where Mr. Smith is in business.

Edith Wilson, '10, and Paul T. Bell, '08, were married Dec. 1, 1910, at the home of the bride's parents, 1339 So. Nineteenth St., Lincoln. About two hundred guests were present. Mr. and Mrs. Bell will spend six months in travel visiting the principal cities of the Pacific coast, after which they intend to make their home in Lincoln.

ALUMNI CLUBS

At a meeting of a number of alumni of the University of Nebraska, held Nov. 26, a club was organized at Portland, Oregon, which is to be known as the Nebraska University Club. About fifty persons were located. Anyone who is or has been a student or faculty member of the University of Nebraska is eligible to membership. Miss Louise Brace, '07, was elected president and L. P. Hewitt, '04, was made secretary. Anyone eligible should avail himself of the opportunity of joining this club by communicating with the secretary.

The preliminary steps approaching a permanent organization of a club of Nebraska alumni and students in Omaha have been taken. The temporary secretary is Amon Thomas, '09, 318 National Bank Bldg., Omaha.

On Nov. 19th, 1910, Mr. and Mrs. Henry R. Tucker, '99, entertained the University of Nebraska alumni and former students at their home, 110 Bompart Ave., Webster Groves, a suburb of St. Louis. The rooms were decorated with scarlet and cream streamers and flowers, and U. of N. pennants. Sombreros and senior annuals, football team pictures and U. of N. mementos were much in evidence to suggest old times. Refreshments were in keeping with the color scheme. Entertainment had been provided, but reminiscences crowded this out. The yell was given several times, but it is not recorded that anyone was arrested for disturbing the peace. This was the first gathering of University of Nebraska people living in and near St. Louis. There are about thirty alumni and former students in St. Louis and vicinity, an increase of about fifteen in three years; about twenty attended this initial gathering. An informal organization was effected, and the oldest and the youngest graduates (as to graduation) were elected president and secretary respectively. The officers are Rev. Francis W. Russell, D. D., '89, president, and Miss Mary O. Herbert, '10, of the St. Louis Y. W. C. A., secretary. Anyone making St. Louis or suburbs a temporary or permanent home is asked to communicate immediately with the secretary. It was decided to meet monthly at a luncheon, the first one to be held at the Mercantile Club, December 10th. A letter of good-will and fraternalism was formulated and sent to Chancellor Avery.

"Alumnae of the University of Nebraska residing in Chicago will meet for luncheon at 12 o'clock on the fourth Saturday of each month at the Carrie

Abbie Cafe, No. 6 Madison Street. Nebraska women and their friends in Chicago or vicinity will please bear the fact in mind." Those present on Nov. 26 were Christine Bednar, '03; Caroline Bengtson, '03; Maude Wilson, '04; Lulu King Bigelow, '05; Millicent Stebbins, '06; Edna King, '07, and Miss Alma Wilson.

It does not often happen that the active officers of a bank are all graduates of the University of Nebraska, but that is the case with the Farmers' State Bank at Bloomington, Nebr. The officers are as follows: C. Hildreth, A. B., 1895, A. M., 1896, president; I. E. Montgomery, LL. B., 1902, vice-president; W. A. Deary, A. B., 1895, LL. B., 1896, cashier.

One of the largest and most active alumni clubs formed in recent years is the Nebraska University Alumni Club of San Francisco. This club was organized about two years ago and in that time its membership has grown from ten to thirty-one members, all of whom are located about the bay. Meetings are held every third Saturday in the form of a luncheon at one of the leading cafes in San Francisco, and are often attended by fifteen to twenty. The members, through the various University publications, keep in touch with Nebraska affairs, and take an active interest in them. The club desires to learn of any Nebraska alumni who are on the coast and not enrolled in this list in order that they may get in touch with Nebraska men and enroll them as members of the club. The club is taking an active part in boosting San Francisco as the logical location for the Panama-Pacific Exposition in 1915, and earnestly urge all Nebraska men located in the West to work for San Francisco. If there are any Nebraska men contemplating locating on the Pacific coast the club would deem it a great favor if such alumni would communicate with the secretary, J. N. Shreve, 853 Flood Bldg., San Francisco.

Chancellor Emeritus E. Benj. Andrews desires to extend to the students, alumni and faculty of the University who have expressed sympathy during his illness his sincere thanks for the kind words of encouragement. His deepest concern is the welfare of the University of Nebraska. He has a vision of a great future for this splendid institution, and rejoices in every advancement made. Dr. Andrews was deeply affected by the resolutions adopted by the State Teachers' Association and desires to express his sense of appreciation of the kindness that suggested the action.

Frank P. Hurd, 74, and wife, of Maquon, Ill., are spending the winter at Fort Myers, Florida.

U. H. Malick, '74, has been very loyal to the University of Nebraska in that he has one daughter, now Mrs. John D. Beck, graduated from the University in 1907, and two boys now in the University, one a junior and the other a freshman.

H. H. Wilson, '78, has been suggested for appointment as justice of the U. S. Circuit Court. His friends are pressing the matter and feel greatly encouraged with the reception that the suggestion has received.

H. W. Caldwell, '80, has been granted a leave of absence for next year and will go abroad in June with his family, for fourteen months of study in England, Germany and France. In connection with the time devoted to research he will improve his opportunities for travel on the Continent.

A complimentary notice of "The Immortality of Animals," by the late Dr. E. D. Buckner, '84, of Osceola, has come to hand. It is pronounced "a unique and interesting publication that will hold a permanent place in the literature of the humanities." It is from the press of Geo. W. Jacobs and Co., Philadelphia.

Jesse H. Holmes, '84, who is a professor in Swarthmore, Pa., College, intends to go abroad in June for a year of study. He vill be accompanied by his family.

William P. Sullivan, '84, who taught for several years in Bennet and Table Rock, Nebr., and was for four years superintendent of schools at Colby, Kansas, began working for the American Book Co., nearly twenty years ago. He is still with this company and resides at Fairfield, Iowa, where he owns several fine farms.

J. R. Foree, '86, of Tekamah, was in Lincoln recently on business. Mr. Foree still retains his interest in University affairs.

A. H. Bigelow, '87, superintendent of schools at Lead, S. D., has been elected a member of the legislature.

Luke H. Cheney, '87, has been practicing law at Stockville since 1891. He was county attorney of Frontier county for several terms.

Holiday greetings were recently received from Mr. and Mrs. Charles S. Lobingier, '88, Manila, P. I.

Mrs. W. W. Robertson, '88, 216 No. Naches, North Yakima, Wash., writes: "We are still located in the land of the big red apple which is growing better, bigger, and more abundant every year."

Edna D. Bullock, '89, is at home for a short visit.

W. W. Robertson, formerly of '89, spent a short time at the University recently looking up old friends. He met Dr. Howard, who was a member of the faculty during his years of attendance, and found several who were students at that time who are now occupying positions in connection with the University. John Green was still at his post, and was in a reminiscent mood. Mr. Robertson is editor of a paper at North Yakima, Washington.

Thomas L. Hall, '90, is practicing law at Lincoln. He was formerly engaged in farming near Verdon.

E. J. Burkett, '93, will return to Lincoln on the completion of his term of service in the Senate. He is a member of the law firm of Burkett, Wilson and Brown.

Herbert L. Kimball, '95, is practicing law at Spokane, Wash., 1220 Old Nat'l Bank Bldg.

Mabel Dempster, '98, now Mrs. S. A. Christenson, resides at Sioux Falls, S. D.

C. W. Weeks, '98, captain 28th Infantry, U. S. Army, has been transferred from Ft. Snelling, Minn., to Fort Leavenworth, Kansas.

The class of '94 are planning a reunion for next Alumni Day. Invitations are being issued already, and much interest is evident. F. F. Tucker and Mrs. Emma Boose Tucker, '96, missionaries in China, have arranged to be present. Several other members from a distance are expected.

J. W. Searson, '96, head of the Department of English at the Kansas Agricultural College, was in Lincoln at the meeting of the State Teachers' Association.

W. H. Hayward, '97, and wife have gone to Japan on a pleasure trip.

Emil E. Placek, '97, of Wahoo, will represent his senatorial district at the coming session of the legislature.

The friends of Otto W. Meier, '98, feel gratified

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with his race for county attorney in Lancaster county even if victory was denied.

Bruce V. Hill, '98, who received his Ph. B., in 1896 from Grinnell and his Ph. D. from Berlin in 1902, is now an electrical engineer with the Chicago Telephone Co. He was formerly an instructor in physics, University of California, and later professor of physics and electrical engineering, University of Kansas.

Holiday greeting have been received from Mr. and Mrs. J. F. Boomer, '99, Manila, P. I.

John H. Boose, '99, pastor of the Presbyterian church at Pontiac, Ill., and Mrs. Jane Farnham Boose, '99, visited the University recently while in Lincoln at the home of Mrs. Boose's brother, Dr. G. W. O. Farnham. They were on their way to Falls City to attend a family reunion. Seven members of the Boose family have attended the University and four have received degrees. Emma Boose Tucker, '96, is a missionary in China, W. R. Boose, '99, is practicing medicine at Falls City, and Florence L. Boose, '03, has been a teacher, but is at home this year.

The friends of E. H. Clark, purchasing agent of the University, will rejoice over the splendid opening that has come to him in business. He has been appointed secretary of an organization of silo manufacturers, with headquarters in Lincoln. The regents have accepted his resignation, effective Jan. 1, and have adopted a resolution of appreciation of the long and valuable service he has rendered the University. No administrative officer of the University has made more friends than "Seeley" Clark.

Burt D. Whedon, '00, has moved from 235 W. 102 St., New York City, to Jamaica Estates, Croydon Road, Jamaica, N. Y.

G. W. Barnes, '01, is now located at 1717 D St., Lincoln.

E. L. Tobie, '02, writes that he was recently transferred by the Illinois M. E. Conference from Grove City to Collison, Ill. He is greatly enjoying his work in the ministry.

C. W. Edgerton, '03, is at present botanist at the Louisiana Experiment Station, Baton Rouge, La. Mr. Edgerton took his A. M. at Cornell University, N. Y., in 1908. He is married to Marion E. Sweet, a graduate of Drake University.

Frederick A. Warren, LL. B., '03, formerly of the law firm of Jordan & Warren, has lately associated himself with Clifford C. Shoemaker, LL. B., '09, with offices at 5-7 Few Blk., Flandreau, So. Dak.

I. P. Hewett, '04, has changed his law practice from Lincoln, Nebr., to Redmond, Oregon.

John Mills. A. M., '04, has just finished a book entitled "Introduction to Thermodynamics," which is published by Ginn & Co.

Maude E. Wilson, '05, is studying music at the Cosmopolitan School of Music, Chicago, Ill. Her address is 1517 E. 65 St.

Pearl M. Archibald, '06, now Mrs. Burdette G. Lewis, resides at St. Nicholas Place, New York City, N. Y.

Gladys R. Hargreaves, '06, now Mrs. Homer Southwick, resides at Friend.

Fred M. Hunter, '05, superintendent of city schools, Norfolk, has been appointed a member of the state examining board by Supt. Crabtree.

F. G. Harden, '07, is spending a short time in Nebraska visiting his parents and friends at Liberty. Mr. Harden is in the Irrigation Investigations Department of the U. S. Department of Agriculture.

C. P. Hartley, '07, is attending the meetings of the American Association for the Advancement of Sciences at Minneapolis, Minn.

Geo. L. Hedges, '07, is with the Kelman Electrical and Mfg. Co., Los Angeles, Cal.

L. A. Hussong, '07, is in the ministry at Lexington, Nebr.

James S. Jackson, '07, 3032 Olive St., Kansas City, Mo., is reporting for the Kansas City Post.

Albert M. Levy, '07, is in the law office of ex-Governor Black of New York. His address is 440 Manhattan Ave., N. Y.

Mary Morgan, '07, now Mrs. George Proudfit, resides at Lincoln.

William C. Ramsey, '07, who was city attorney at Plattsmouth, is now connected with the law firm of Stout & Rose, Omaha.

Lloyd Denslow, '08, is located at 1517 H St., Lincoln.

J. C. Knode, 08, will be located at Greybull, Wyo., after Jan. 1st. He is connected with the Realty Protection Co., of South Dakota.

Laura B. Owen, '08, has been elected to fill a vacancy in the high school at Geneva.

Alphena C. Peterson, '08, is teaching botany in the high school at Sioux City, Iowa.

Eugene T. Phelps, '08, 1446 Jackson Blvd., Chicago, Ill., is a student at Rush Medical College.

Abbie Stewart, '08, is teaching at Fremont.

Mrs. Jennie Whitmore Barnes, '08, formerly at Spokane, Wash,, is now living at Valley, Nebr.

Earl E. White, '08, is engaged in civil engineering at Ft. Morgan, Colo. He was married June 8, 1910, to Miss Williamina Henderson of Ft. Morgan.

Augusta E. Harnsberger, '09, spent the past year abroad in travel and study. Nine months of this time was spent in Dresden, Germany. She is now at Ashland.

W. C. Mills, '09, is with the Leona Chemical Co., 1256 Broadway, Oakland, Cal. On behalf of the University of Nebraska Alumni Club of San Francisco, Mr. Mills is "boosting" the Panama Pacific International Exposition. Before returning to California he will visit Chicago, St. Louis, Kansas City, Oklahoma City, and the larger cities in Texas.

Lela G. Pilcher, '09, now Mrs. V. L. Hollister, resides at 1728 Cherry St., Lincoln.

John H. Agee, '10, is with the law firm of Agee, Murphey & Sawyer, 301-2 Little Bldg., Lincoln. Mr. Murphey, '08, and Mr. Sawyer, '06, are also graduates of the University of Nebraska.

Pearle Arnot, '10, has accept a position as teacher in the high school at Scottsbluff.

A. F. Carpenter, A. M., '10, has severed his connection with Hastings College, Hastings, Nebr., and is now with the University of Washington, Seattle, Wash.

Herold L. La Chappelle, '10, is manager of the Ashland Lighting Co., Ashland.

C. M. Penny, '10, now principal of the high school, Blair, has been appointed examiner and inspector by Supt. Crabtree. Mr. Penny takes the position now held by Mr. Joseph Sparks, the newly appointed president of the Chadron State Normal School.

Arthur Stancliffe, '10, is a contractor at Pecos, Texas.

Louise Stegner, '10, is teaching English in the high school at Omaha.

Chas. L. Whitney, '10, is a practicing attorney at Aurora.